Wisconsin Forward Exam District/School Assessment Coordinator (DAC/SAC) Training

Spring 2019

Agenda

- Overview
- What's New!
- Roles and Responsibilities
- Test Security
- Accessibility
- Staff and Student Preparation
- Establishing a Testing Schedule

- Preparing the Test Environment
- Technology Overview
- Working in eDIRECT
- Test Administration
- After Testing
- Reporting

Overview

- **Forward Exam Background**

- **Key Dates**

- **What's new for 2019**

Forward Exam Background

The Forward Exam is a summative assessment designed to gauge how well students are doing in relation to the Wisconsin Academic Standards.

http://dpi.wi.gov/assessment/forward

The Wisconsin Academic Standards outline what students should know and be able to do in order to be college and career ready.

http://dpi.wi.gov/standards

2019 Key Dates

http://dpi.wi.gov/assessment/forward/calendar

Event	Date
Accessibility Guide and Training available	October 1, 2018
eDIRECT Guide available	January 21, 2019
DAC Update Training- Recorded Presentation	January 28, 2019
NEW DAC Training- Recorded Presentation	January 28, 2019
Test Administrator Training- Recorded Presentation	February 4, 2019
Student Tutorials available	February 11, 2019
Administrator Tutorials available	February 11, 2019
Online Tools Training available	February 11, 2019
Optional Add Accessibility Features Window in eDIRECT	February 11 – 22, 2019
Assign Individual Student Designated Supports and Accommodations in eDIRECT	March 4, 2019
Access to eDIRECT Test Sessions and Individual Student Information	March 4, 2019
Forward Exam Testing Window	**March 18 – May 3, 2019**
User's Guide to Interpreting Results available	TBD
Individual Student Reports (ISRs) and Summary Data available in eDIRECT	TBD
Hard copies of Individual Student Reports (ISRs) sent to districts	TBD
Public Reports available in WISEdash	TBD

What's New for 2019

- Updates to the Accessibility Guide
- Updated Tutorial Videos
- Test Administrator Training
- Consolidation of manuals/guides
- New Decision Tree (EL)
- Central Office Services (COS)
- Science
- New TDA Resources
- New TDA Layout and Tools in eDIRECT

NEW

Roles & Responsibilities

- **District and School Roles**
- **District Assessment Coordinator**
- **District Technology Coordinator**
- **School Assessment Coordinator**
- **School Technology Coordinator**
- **Test Administrator/Proctor**

Roles and Responsibilities

District Roles:

- District Assessment Coordinator (DAC)
- District Technology Coordinator (DTC)

School Roles:

- School Assessment Coordinator (SAC)
- School Technology Coordinator (STC)
- Test Administrator/Proctor (eDIRECT account not required)

If your district or school does not have an assigned role, the duties fall to the role above it. For example:

- If a school does not have a STC, those duties fall to the DTC.
- If a district does not have a DTC, those duties fall to the DAC.
- If a district does not have SACs, those duties fall to the DAC.

District Assessment Coordinator

DACs coordinate and oversee ALL testing in the district.

Communicate all assessment and accountability information to district and school staff (see communication flow chart available on the DAC Corner of the Assessment webpages)

Ensure staff all are appropriately trained in test administration, accessibility, and security policies and procedures

Ensure student data are correct in the District/School Student Information System (SIS) and pushed to WISEdata by the necessary deadlines

Enter accessibility features into eDIRECT for students

For a complete list of responsibilities and a DAC "To Do" Checklist go to
http://dpi.wi.gov/assessment/forward/resources

District Technology Coordinator

DTCs ensure the district is technologically ready for the Forward Exam.

Setup of testing devices and software installation

Setup and verify network configurations

Must be available during testing to troubleshoot and assist district and school staff with any technology related issues that may arise

For a complete list of responsibilities and a DTC "To Do" Checklist go to
http://dpi.wi.gov/assessment/forward/technology

DTC list
https://dpi.wi.gov/assessment/dac/dtc-update

School Assessment Coordinator

SACs manage and oversee all testing in the school and serve as the contact person between the school and the DAC.

Communicate all assessment and accountability information to school staff (see communication flow chart available on the [DAC Corner of the Assessment webpages](#))

Ensure student data are corrected in the Student Information System (SIS) and pushed to WISEdata by the necessary deadlines

Enter accessibility information in eDIRECT for students.

For a complete list of responsibilities and a SAC "To Do" Checklist go to
http://dpi.wi.gov/assessment/forward/resources

School Technology Coordinator

STCs ensure the school is technologically ready for the Forward Exam.

Work with the DTC to ensure the school, the network, and all testing devices are set up for testing

Must be available during testing to troubleshoot and assist school staff with any technology related issues that may arise

For a complete list of responsibilities and a "To Do" Checklist go to
http://dpi.wi.gov/assessment/forward/technology

Test Administrator (TA) /Proctor

TAs must administer the Forward Exam in a uniform manner to ensure the integrity of the testing program.

Read the Test Administration Manual	Ensure students who have been assigned accessibility features have them prior to starting their exams	Prepare the students and physical testing environment

Monitor students during testing to ensure the security and validity of the exam

For a complete list of responsibilities and a TA "To Do" Checklist go to
http://dpi.wi.gov/assessment/forward/resources

Test Security

- **Who is responsible**
- **Test security resources**
- **Confidentiality agreements**
- **What is a test security incident**
- **How to report a violation**
- **Consequences of a violation**
- **How to ensure test security**

Who is Responsible for Test Security?

Everyone working with the Forward Exam is responsible for test security

- Wisconsin Department of Public Instruction (DPI) Staff
- District Administrators
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- District Technology Coordinators (DTCs)
- School Technology Coordinators (STCs)
- Teachers, Test Administrators, Proctors (TAs)
- Students, parents, and the community at large
- Certified and non-certified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

Test Security Resources

- Test Security Manual

- Test Security Training Presentation

Forward Exam Test Security webpage:
http://dpi.wi.gov/assessment/forward/security
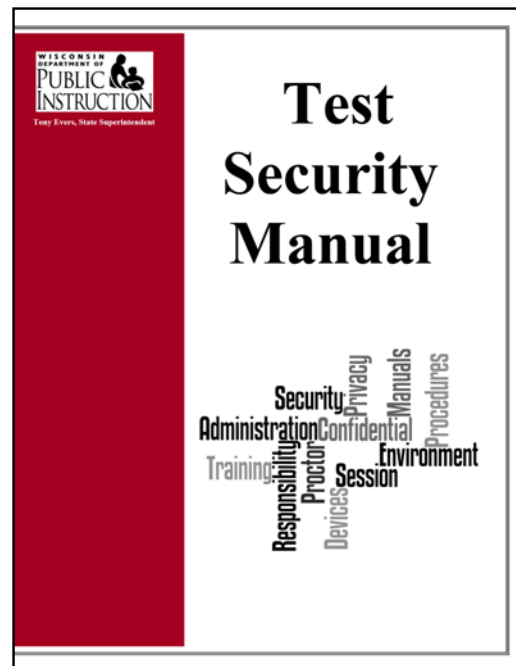
Confidentiality Agreements

DPI

DAC - Send only the DAC signed form to DPI

(DAC retains the SAC, DTC forms and any other district level forms)

SAC - Send SAC signed form to DAC

(SAC forms retained at the district level)

Proctor, TA, STC, and any school staff involved in the testing process - Send signed forms to the SAC

Forms available at:
http://dpi.wi.gov/assessment/forward/security

What is a Test Security Incident?

Test security incidents are behaviors prohibited before, during, and after test administration because they give a student an unfair advantage or because they compromise the secure administration of the assessment and items.

Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

How to Report a Violation

http://dpi.wi.gov/assessment/forward/security

Immediately report all test security violation to the DAC and/or the Office of Student Assessment at DPI via an Incident Report Form available on the Forward Exam Test Security webpage

DPI Follows-up on each and every report received.

Depending on the perceived severity of the allegation, the OSA may ask the school district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to the DPI within two weeks.

Security Violation Consequences

A security violation may result in the invalidation of test results for a student or group of students.
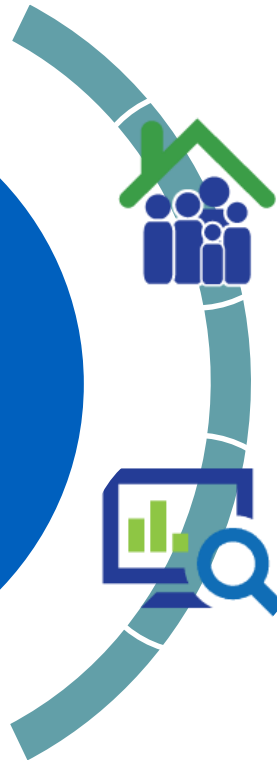
A need to contact the parent to let them know what occurred and that their child will be receiving an ISR with no scores for the affected content area/s (code of INV).

Public reporting will reflect all invalidated tests as "not-tested."

How to Ensure Test Security

Materials

- No one may review, discuss, or analyze test items
- Ensure unauthorized staff or adults are not present in the testing environment
- Keep test materials in a secure area when not in use
- Securely destroy test materials
- Ensure no photos/copies of items are taken (by staff or students) at any time for any reason

Administration

- Monitor students during testing to ensure they are on task and prohibited materials and devices are not in use
- Ensure use of designated supports and accommodations is appropriate
- Train staff on test administration, accessibility, and security policies and procedures
- Report all test security incidents

Accessibility

- **Inclusion of all students**
- **Accessibility resources**
- **Accessibility guide**
- **Read Aloud in Spanish**
- **Removal of TTS Accommodation**

- **TTS vs. Read Aloud and Designated support vs. Accommodation**
- **Instructions for use of accessibility features**

Inclusion of all Students

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners.

Teachers provide DACs/SACs with students' accessibility needs for the Forward Exam	Only DACs/SACs have permissions to enter accessibility information into the eDIRECT system	Teachers must ensure students have their appropriate accessibility features prior to clicking the green "begin testing" button

Accessibility Resources

- Accessibility Guide
- Accessibility Training Video
- Multiplication Table
- Read Aloud Guidelines
- Scribe Guidelines
- Translator / Interpreter Guidelines
- Word-to-Word Bilingual Dictionary

Forward Exam Accommodations and Supports webpage:
http://dpi.wi.gov/assessment/forward/accommodations

Accessibility Guide

The Accessibility Guide provides information for educators and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students who need them.

There have been a couple updates to the guide this year. Be sure to review the updated guide completely with staff.

http://dpi.wi.gov/assessment/forward/accommodations

Read Aloud in Spanish

NEW
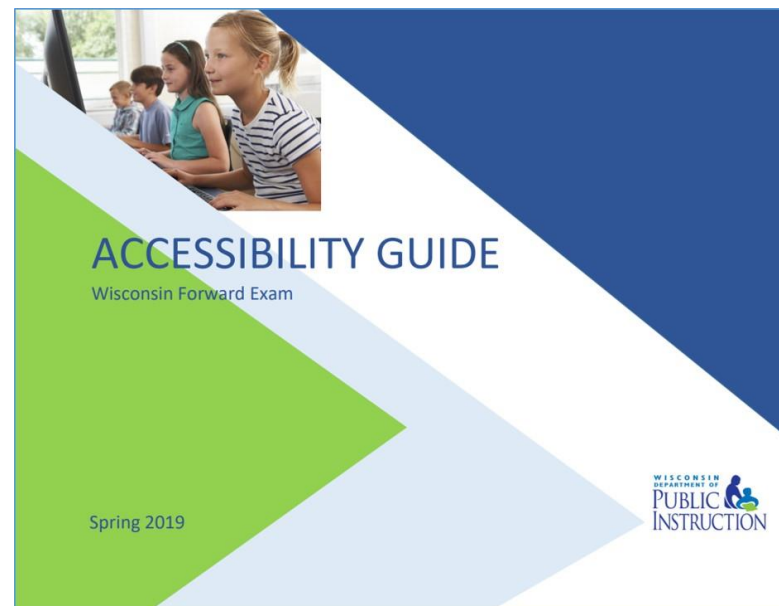
- Read aloud in Spanish allows the student to listen to Spanish translation (stacked) test information displayed on the screen read to them by a qualified human reader in Spanish.

- Words and numbers, test directions, questions, answer choices, and other information is read aloud in Spanish by a human reader and can be repeated as necessary.

- For English language arts (ELA) only the test directions may be read aloud in Spanish.

See the Accessibility Guide for more information.

EL Support Decision Tree

Available in the Accessibility Guide
http://dpi.wi.gov/assessment/forward/accommodations
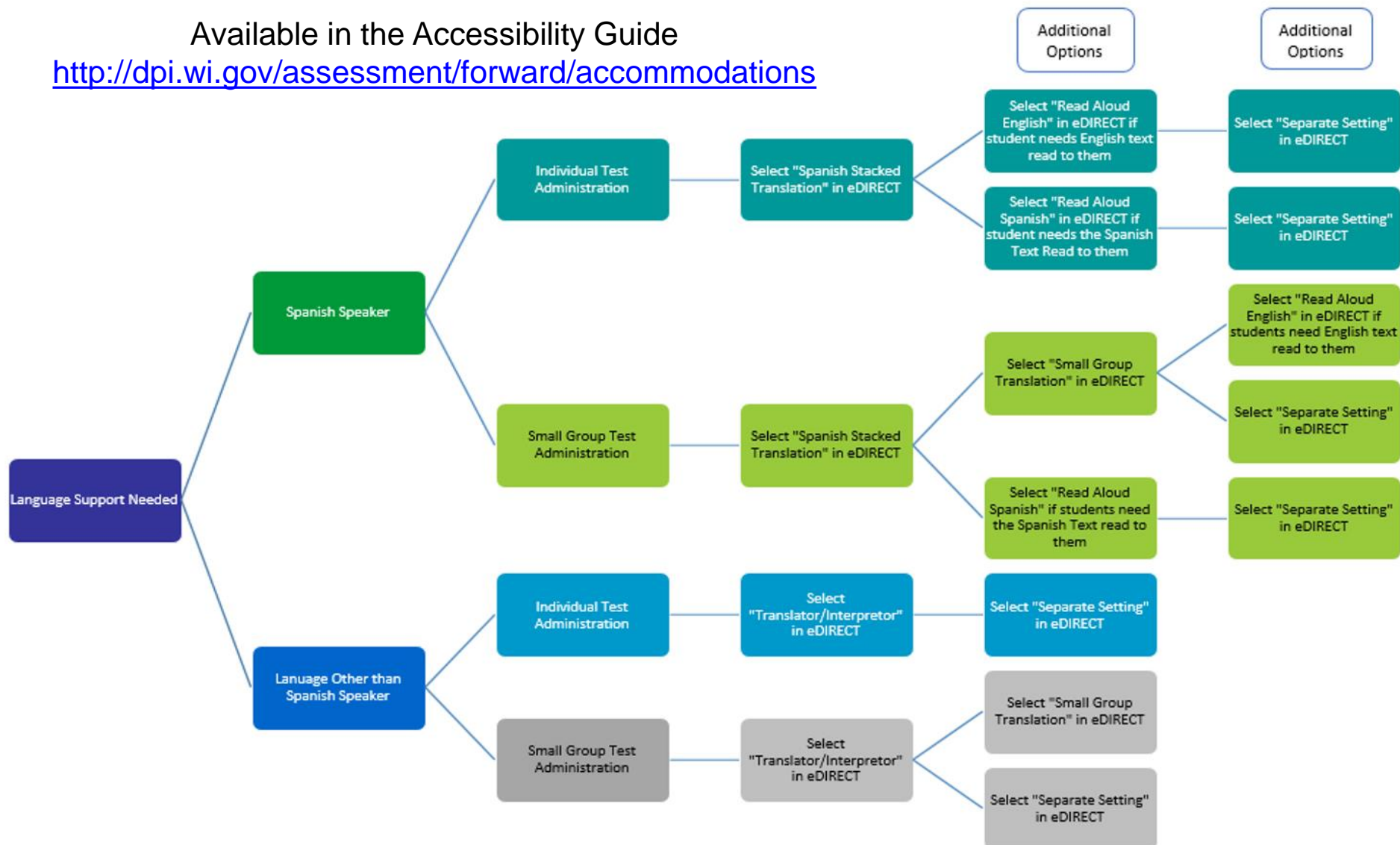
Removal of the TTS Accommodation

NEW

The TTS accommodation has been removed from the allowable accommodations for the Forward Exam.

- This accommodation was only allowed for newly blind students, learning braille but were not yet proficient and had that need documented in an IEP/504 plan. It allowed this very small number of students to listen the computer read the **ELA** test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**.

- These same students will still be permitted to use the Read Aloud accommodation but the DAC must submit a request for Read Aloud accommodation form for approval by DPI prior to use.

TTS vs. Read Aloud Designated Support vs. Accommodation

TTS Designated Support

Available for all content areas

Read by the computer

As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should be used for the majority of students requiring text content read to them for standardization purposes.

Read Aloud Designated Support

Available for all content areas

Read by a human reader

As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should only be used by students who have difficulties with the computer voice such as students with autism, hearing difficulties, etc.

Read Aloud Accommodation

Only available for ELA

Read by human reader

In addition to reading all directions, questions and answer choices, it will allow the reading of the reading passages in ELA session 4

May only be provided to a student with visual impairments who is learning braille but not yet proficient and whose need is documented in an IEP or 504 plan, with prior approval from DPI via request form.

Instructions for use of Embedded Accessibility Features

For instructions (short videos) about how to operate some embedded accommodations and supports see the administrator tutorials.

- TTS – play, pause, replay with start points
- VSL - play, pause, replay with start points
- Stacked Translation
- Color /Contrast Choices and Masking Tool

Provide students with time to practice using these features in the Online Tools Training prior to testing.

http://dpi.wi.gov/assessment/forward/sample-items

Staff and Student Preparation

- **Staff Preparation**
- **Resources and Trainings**
- **Test Administrator Training**
- **Administrator Tutorials**
- **Test Materials**

- **Student Preparation**
- **Student Tutorials**
- **Online Training Tool**
- **Item Sampler**
- **What is a TDA?**
- **TDA Sampler**
- **Additional TDA Resources**

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Staff Preparation

DACs/SACs are responsible for training all staff in the policies and procedures of:

- Test Administration
- Accessibility
- Test Security

Required Resources/Trainings by Role

DACs/SACs

- DAC/SAC Training
- Test Administration Manual
- Accessibility Guide
- Test Administrators Training Video
- Test Security Manual
- eDIRECT Guide
- DAC/SAC Checklists
- User's Guide to Interpreting Results

DTCs/STCs

- DTC Technology Training
- Technology User Guide
- Technology Readiness Resources

Test Administrators/ Educators

- Test Administration Manual
- Test Administrators Training Video
- Test Security Manual
- Accessibility Guide
- Administrator Tutorials on how to use the embedded accessibility features

Suggested Additional Resources/Trainings

DACs/SACs

- Administrator Tutorials
- Accessibility Training Video
- Test Security Video
- Forward Exam FAQ
- Prior to Testing Checklist

DTCs/STCs

- DTC Q&A Webinars
- Technology Readiness Resources

Test Administrators/Educators

- Test Security Video
- Accessibility Training Video
- TDA Resources
- User's Guide to Interpreting Results

Test Administrator Training: Recorded Presentation

- Walk educators (TAs) through what they need to know to proctor a valid and reliable test.

- They will learn what they need to do prior to testing for both themselves and their students.

- TAs will also receive instruction for administration.

Administrator Tutorials

A series of short "how to" videos, including but not limited to:

- How to assign and use student accessibility features
- How to request a student transfer
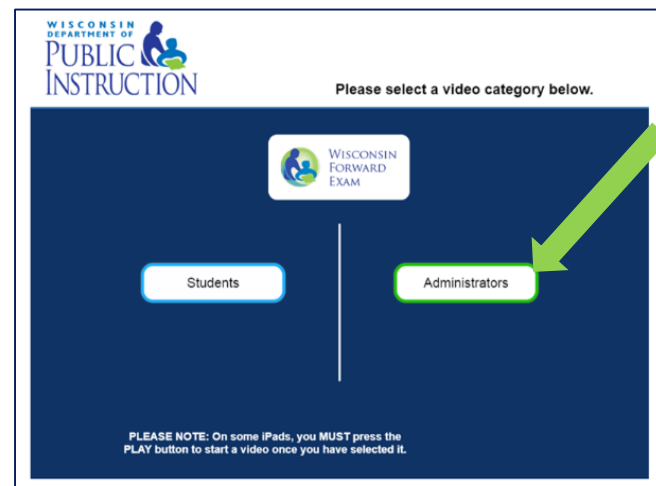
Test Materials

Ensure staff have all testing materials prior to testing, including:

- Test tickets
- Do not disturb signs
- No unauthorized electronics signs
- Specialized equipment for accommodations and supports
- Printed accommodations if approved by DPI
- Braille materials
- Headphones
- Keyboards
- Scratch paper
- Contact information for DAC/SAC and Technology staff

Student Preparation

- Students may perform better and with less anxiety if they are familiar with the format of the test.

- Test preparation is only useful to the extent that it is also teaching content area knowledge and skills.

- It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

Student Tutorials

All students should have the opportunity to view the tutorials (preferably before working in the Online Tools Training).

Broken out by grade with targeted grade 3 videos available

https://dpi.wi.gov/assessment/forward/sample-items
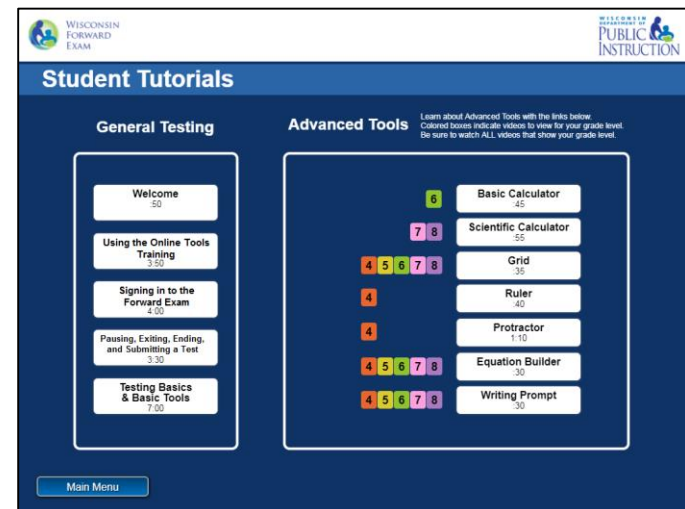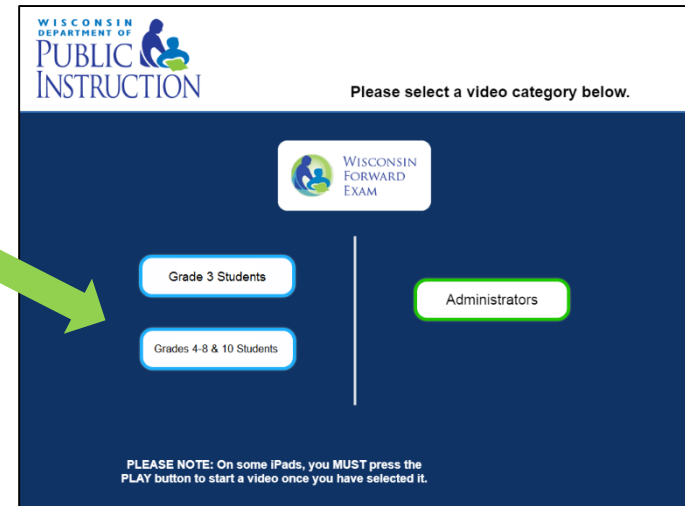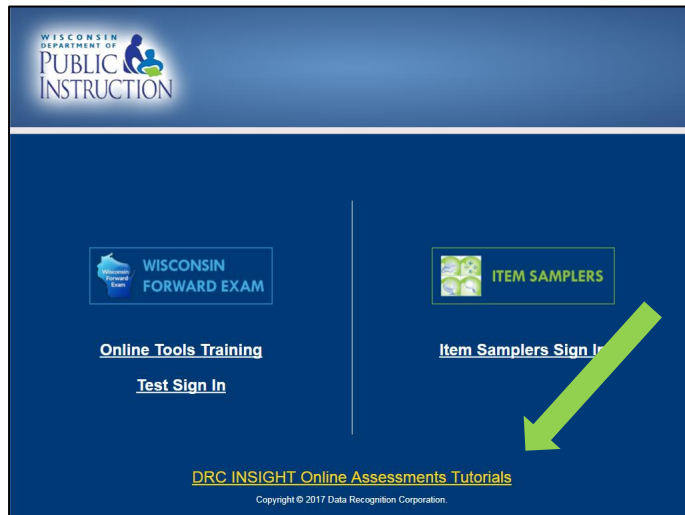
Online Tools Training (OTT)

- **ALL students should have the opportunity to practice with the OTT.**

- A hands-on preview of the item types included in the Forward Exam

- Available by content area and grade level (accessibility forms – translations, VSL, CC, TTS – also available)

- Not scored

- Not for practicing content or to see how well students will perform on the Forward Exam
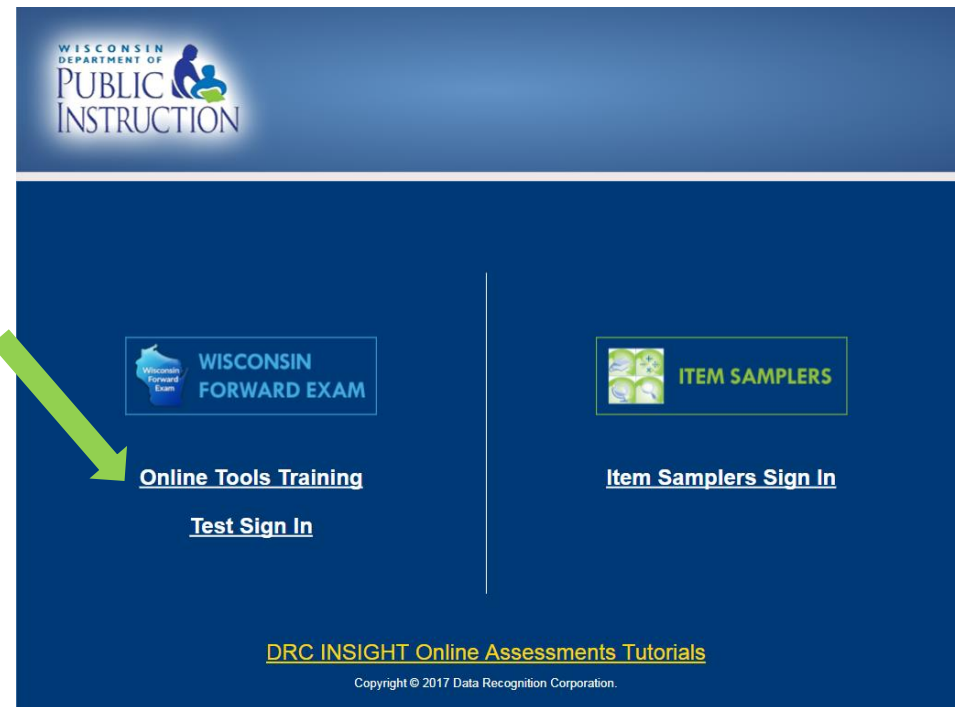
Item Samplers

- The items illustrate a sample of the content and types of items that students will encounter on the Forward Exam.

- Each item identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.
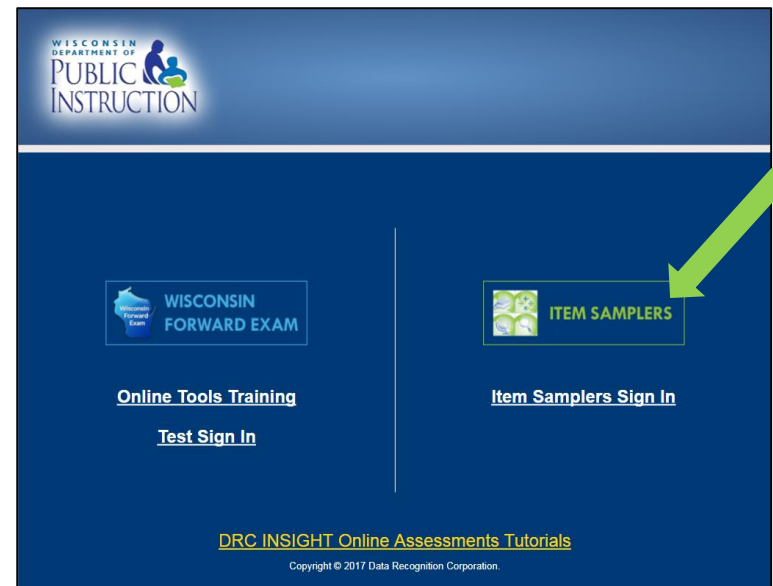
Forward Exam Practice Test and Sample Items webpage:
http://dpi.wi.gov/assessment/forward/sample-items

OTT vs. Item Samplers?

Item Samplers

- Designed to familiarize students, teachers and other interested parties with the <u>kind of content</u> that is tested on the Forward Exam
- Includes a representative sample of items aligned to the Wisconsin Academic Standards

Online Tools Training

- Designed to familiarize students with the <u>tools</u>, <u>item types</u>, <u>embedded accessibility features</u>, and other <u>functionality</u> of the testing system as used for the Forward Exam.
- Includes examples of each item type

Text-Dependent Analysis (TDA)

ELA Session 1 - TDA

- Requires students to use their best writing skills to form an essay.

- Within the essay, the student must respond to a question (the TDA prompt) and support their answer (claims, opinions, ideas) using evidence from the passage(s) read.

- Allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.

- Student responses are scored on both composition and conventions.

New Look of the TDA

NEW

WBTE Preview

Question 1

833880 // **Albert Einstein**

Item ID ?

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals more closely than from just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. Then he saw a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough to the shore, Natsilane leaped out of the canoe and swam to the island's shore.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

Page 1 / 4

(Practice Hint: Use the Sticky Notes tool to write ideas for your response. When you are ready to respond, begin typing in the answer box.)

Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from **both** passages to support your response.

Writer's Checklist

🔍 Enlarge

Click To Respond

Review/End Test   Pause   Flag ⚑   Options   Next

New Look of the TDA

New Look of the TDA

WBTE Preview

833880 // **Albert Einstein**

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Writer's Checklist

PLAN before you write
- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use precise language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I stayed focused in my writing on answering the question.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I re-read the question and my final essay answers the question.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.
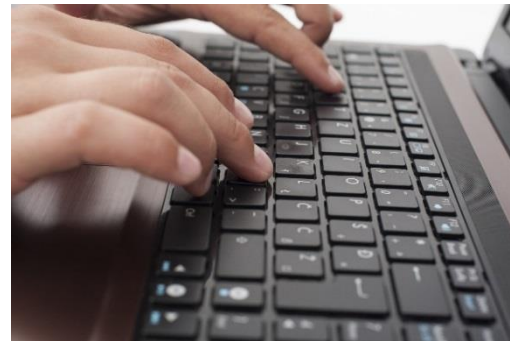
Review/End Test | Pause | Flag | Options | Next

Additional TDA Updates

- ChromeOS keyboards should be set to US-Keyboard
- Students may now use the tab key to indent a paragraph

Text-Dependent Analysis (TDA) Sampler

UPDATED!

Wisconsin Forward Exam

Text-Dependent Analysis Sampler

Grades 3 & 4

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

- Updated for 2018-19

- This document contains samples of TDA test questions, stimulus passages, and student responses.

- New writer's checklist added

http://dpi.wi.gov/assessment/forward/sample-items

Additional TDA Resources

- TDA Rubric
- How to Organize a TDA Response
- TDA Fact Sheet
- TDA FAQ
- Tips for Writing a TDA
- TDA Presentation for Educators

New Science Test

NEW

Seeing with Sounds Underwater

It is difficult to see underwater where it is dark. Some ocean animals, such as dolphins, use sounds to help them understand their water environment. Dolphins produce high-pitched sounds. These sound waves travel through the water until they bump into an object. Then, the sound waves bounce off the object. The echoes of the sound waves return to the dolphin—specifically to the dolphin's jaw. The sounds travel through the dolphin's jaw to its inner ear, where the sounds are translated into nerve impulses that travel to the brain. The way dolphins "see" with sounds is called echolocation.

Dolphin Using Echolocation

original sound wave

echoing sound wave

From echoing sound waves, dolphins can learn a lot about an object: its shape, its size, its distance from the dolphin, and whether it is moving toward or away from the dolphin. Dolphins use echolocation to find their way around, to find prey, and to communicate with each other.

Scientists realized that the way dolphins can gather information from sounds could be used for human-made technology. Sonar is one example of this type of technology. Sonar is used by submarines and ships to find their way underwater and locate objects. Similar to echolocation, sonar sends out sound waves and interprets the echoing waves.

More Text Below

The diagram below shows how dolphins produce and receive sounds.

Dolphin Echolocation System

nasal sacs
melon
sound waves
inner ear   jaw

Dolphins make sounds by blowing air through their nasal sacs. These sounds travel into the water through the melon, an organ in the forehead. Returning sound waves are received through the jaw and then sent to the inner ear. In the inner ear, sound waves are translated into nerve impulses and sent to the brain.

Drag the parts of the system into the blanks to model how dolphins use incoming sound waves.

incoming sound waves ___ ___ ___ brain

Parts
nerve impulses
inner ear
jaw

Click To Respond

to learn more about this item.)

Enlarge

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Sound Wave

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Goal B

Review/End Test   Pause   Flag   Next   Back   Next   Back   Next

Establishing a Testing Schedule

- **Forward Exam test window**

- **Graphic overview of exam and sessions**

- **Test times**

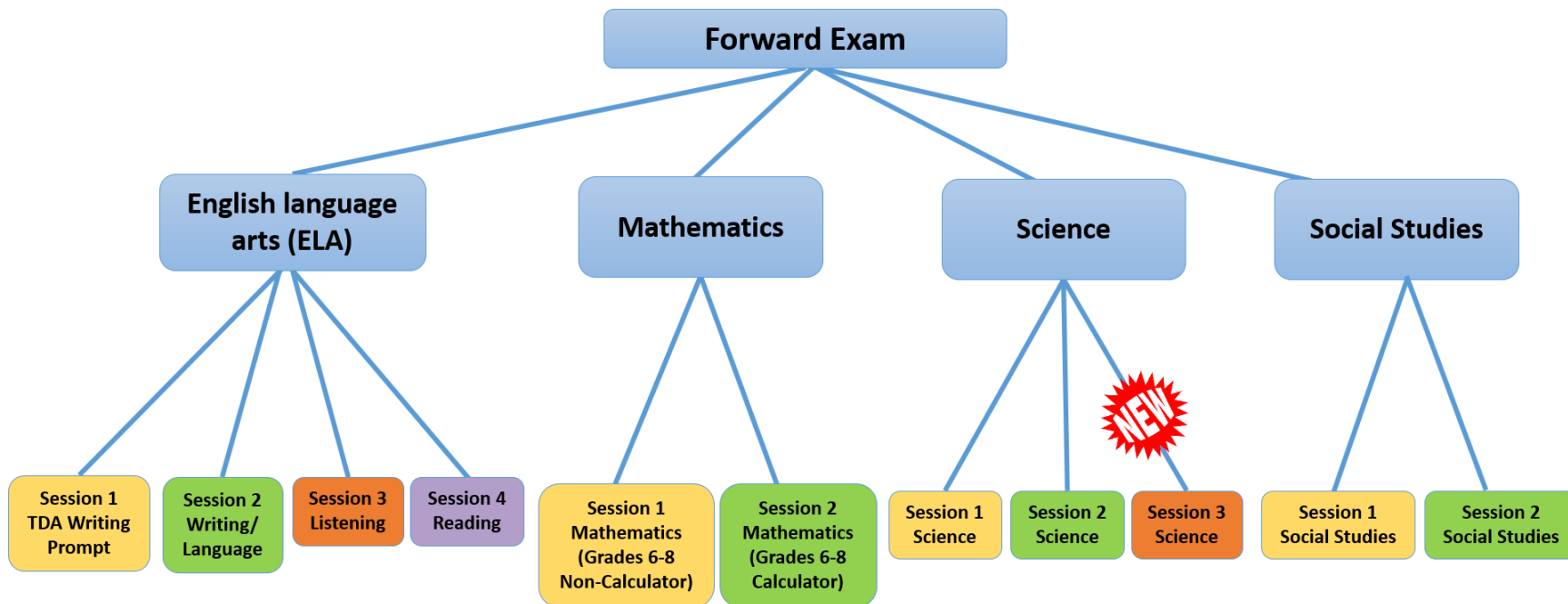- **Creating a test schedule**

- **Administering make-ups**

- **Back-up plans**

Forward Exam Test Window

March 18 – May 3, 2019

Content Areas	Grades
ELA and Mathematics	3-8
Science	4 and 8
Social Studies	4, 8, and 10

Forward Exam Graphic Overview

Suggested Testing Times

UPDATED!

The Forward Exam is an untimed test. The following are suggested testing times provided by DRC to be used as guidance to assist with scheduling the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	120	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	120	70
10	NA	NA	NA	70

Sample test schedules and test blueprints are available at
http://dpi.wi.gov/assessment/forward/resources

Creating a Test Schedule

Timing

- **Do not wait until the last week or two of the window to schedule your testing for all of your students** (this time should be used for make-ups, new students, technology issues, etc.)
- There are **zero** Extensions of the seven week window

Back-up Plan

- It is strongly recommended that districts **have a back-up plan** for students and educators if a situation occurs.
- Removing students from a testing situation that is not functioning and returning them to their regular schedule is recommended to keep frustration levels low.
- Build days into your testing schedule for these situations

Make-ups

- Every attempt should be made to administer make-up tests to students who miss one or more of the scheduled test sessions.
- This includes ensuring any student who moves into your district during the seven week window is tested.

Technology Overview

- **eDIRECT**
- **INSIGHT**
- **COS**

eDIRECT

eDIRECT is the Forward Exam Portal

- Technical users download INSIGHT, COS, and other software/information from eDIRECT to set up their testing environment.

- Administrative users use eDIRECT to manage student information, test sessions, to help manage/monitor testing, and view reports of the results.

INSIGHT

- Secure Web Browser used for Students taking the Forward Exam

- Must be installed on each testing device

- Includes a system readiness check

Central Office Services (COS)

First available for use with Forward in 2018

Central Office is made up of:

1. Central Office Services – Device Toolkit (COS-DTK)
    - Configuration User Interface replacing stand-alone Device Toolkit
2. Central Office Service Devices (COS)
    - Content Management Hosting Services that replaces TSM
    - Delivers test content to student testing devices
    - Usually installed on a central server or dedicated machine

Retry Logic vs. TSM

- The original design of TSM response caching was to allow students to continue testing during a connectivity failure (where the failure is outside the school's network - Internet connection to DRC).

- Retry Logic (part of INSIGHT) – Designed for today's issues (internal network connectivity issues/WiFi); INSIGHT tries to immediately reconnect while the student is testing. The student's answers are saved to the INSIGHT browser until the response is successfully sent.

Extended Retry

If there is a connectivity issue (usually on an internal network – WiFi these days) INSIGHT will:

- Tries to immediately reconnect while the student is testing
- If unable to reconnect, this warning will pop-up on the student's screen, and INSIGHT will continue to try to reconnect for up to 5 minutes.
- You have two options: 1) let it try to reconnect, or 2) exit the test and have the student log in and resume testing later (or at a different station) where they left off.

Connection Retry is in Progress

Please raise your hand and wait for help.

Message to Test Administrator:

You are experiencing a temporary network connectivity issue.
The system is attempting to reconnect

If the system reconnects, this message closes and you can continue testing. If the system cannot reconnect, this message closes, an Internet Connectivity Error message displays, and you have to exit DRC INSIGHT

If you want to exit the test now, select the "Exit the Test" button

Exit the Test

Extended Retry (continued)

NEW

If you choose to wait and there is no reconnection within that 5 minutes you will receive an error message as shown below.

At this point you will need to click ok and the student will be able to log in at another time (or at a different station if it is not a school wide issue) to continue testing where they left off.

Internet Connection Error

Message to Test Administrator:

There has been an interruption in Internet connection.
The student may be moved to another computer to continue testing.

If this error persists, contact your local IT staff to verify network and Internet connections are working. They can contact DRC Customer Support if they need additional help to resolve the matter.

OK

Working In eDIRECT

- **Managing users**
- **Managing students**
- **Student Data File**
- **Adding accessibility features**
- **Student transfers**

- **Students new to Wisconsin public schools**
- **Test Sessions**
- **Test Tickets**
- **Non-tested codes**

Managing Users in eDIRECT

Roles and Permissions

- Each role is assigned a specific set of permissions
- Do not add to the preset set of permissions
- Role and Permission matrix is available in the eDIRECT Guide
- Only one DAC is permitted per district
- Only 1-2 assistant to the DAC permitted if needed per district.
- Only DACs, Assistant to DACs, and SACs have permissions to add accessibility features.

Security

- Each role is given a set of permissions for security purposes
- Each role has a different level of access to student level data for security purposes
- It is essential you assign the correct staff person and their role to the correct permissions (see matrix in eDIRECT guide)

Access

- DACs add district-level users and SACs to eDIRECT
- SACs add school-level users to eDIRECT
- If there is not SAC the DAC (or Assistant to DAC) is responsible for adding all users.
- DACs were given 2019 access to eDIRECT in early November

Step-by-step instructions are available in *The eDIRECT Guide* at
https://dpi.wi.gov/assessment/forward/resources

Managing Students in eDIRECT

Managing Students

Verify Demographic Data

Enter Accessibility Features

Student Transfers

Manage Test Sessions

Step-by-step instructions are available in *The eDIRECT Guide* at
https://dpi.wi.gov/assessment/forward/resources
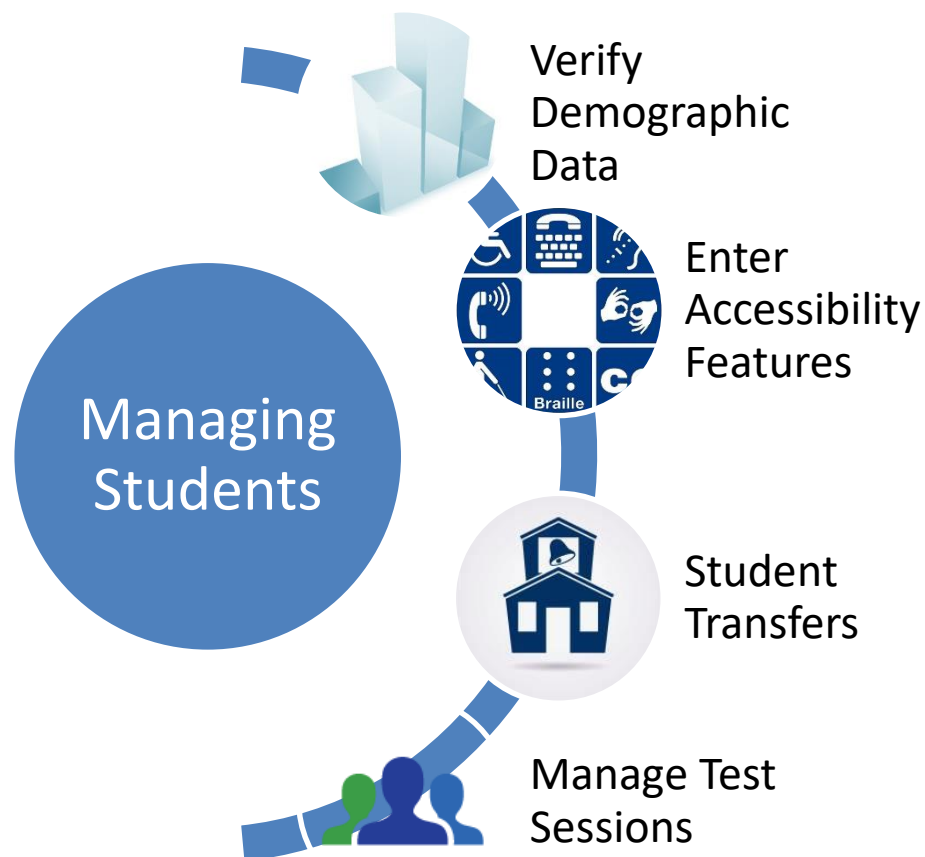
Student Data File

- School districts should make sure that their local student information system (SIS) is up-to-date and that data from their SIS are being regularly "pushed" to WISEdata.

- DPI pulled roster data from WISEdata January 23, 2019 to upload into eDIRECT

Adding Accessibility Features

Optional Add Accessibility Features Window

Two week window (February 11-22)

Allows districts to enter accessibility features for multiple students at once using the multiple student upload (MSU) process

Individual Student-by-Student Basis

Begins March 4

Features may be entered right up until tickets are printed

Mass-assign Functionality in eDIRECT

Assign a common accessibility feature (TTS or Color Contrast) at one time for multiple students

Request a Student Transfer District-to-District

UPDATED!

There are three ways to request a student be transferred into your district:

- Use the eDIRECT transfer request form
- Use the transfer spreadsheet
- Call the Help Desk

District-to-District

1-10 Students → eDIRECT Transfer Request Form / Call Help Desk

11+ Students → Transfer Request Spreadsheet / Call Help Desk
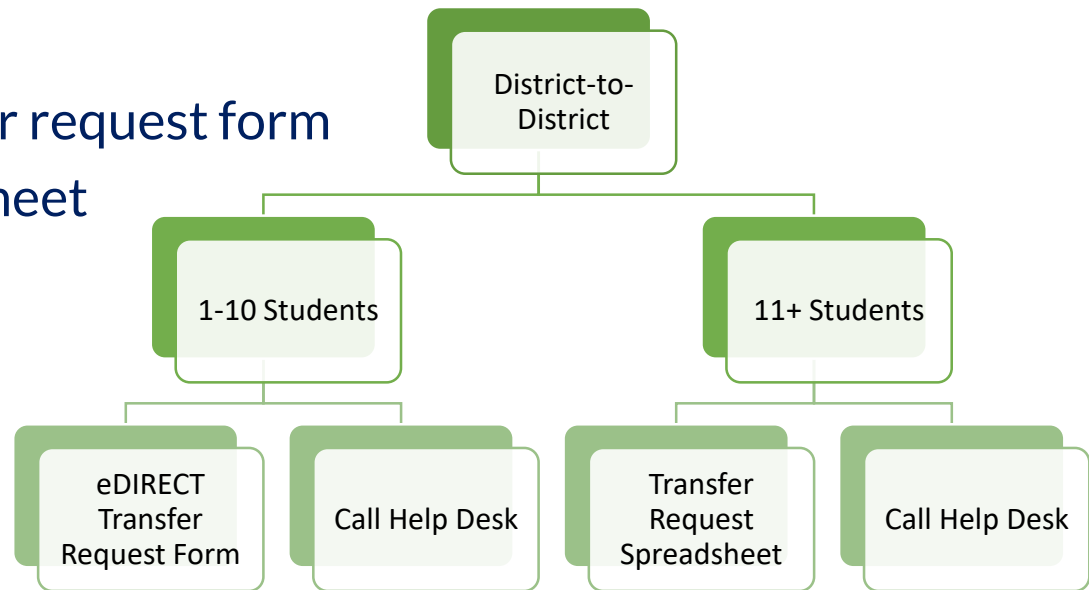
See *The eDIRECT Guide* for step-by-step instructions and the Testing Scenarios Table in the appendix for more information of student transfers.

Transfer Students School-to-School

School-to-school transfers can be performed in two ways:
- Manually edit the student info in eDIRECT
- Use the multiple student upload (MSU) process

See *The eDIRECT Guide* for step-by-step instructions

School-to-School
(within district)

1-10 Students

11+ Students

Individual student-by-student basis in eDIRECT

Multiple Student Upload (MSU) File

Multiple Student Upload (MSU) File
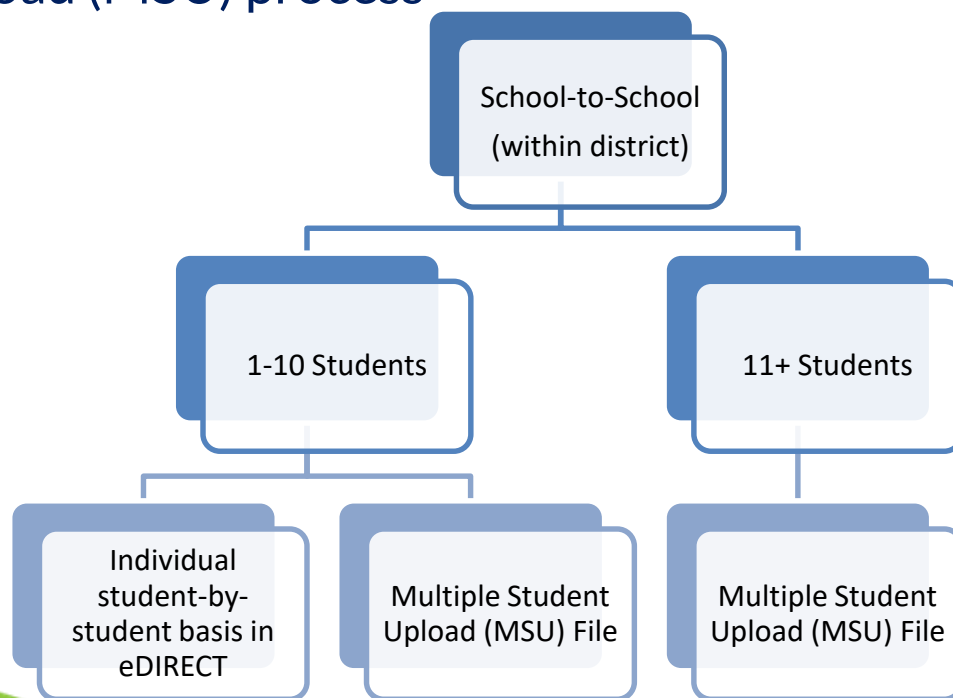
Student New to Wisconsin Public Schools

A student new to Wisconsin Public Schools – who has transferred in from out of state or a non-public school

Acquire a WISEid for the Student from your SIS coordinator

Manually enter the student into eDIRECT

Test Sessions

February 25 – March 1

DRC will automatically put all students into grade level test sessions by school

March 5

DACs may begin to make changes to test sessions, create different test sessions, and manually add any new students to test sessions.

Districts must NOT create test sessions prior to March 5.

Test Tickets

Each student has one username/password per content area

The same ticket is good for all test sessions within that content area.

Refer to Roles and Permissions Matrix for who may print tickets.

All student accessibility features MUST be entered into eDIRECT prior to printing test tickets.

Confirm that the accessibility features added are appropriately assigned.

Accessibility feature must be listed next to "accommodation" for the student prior to logging in to the test.

See *The eDIRECT Guide* for step-by-step instructions on printing test tickets.

Not-Tested Codes (NTCs)

Participation | Is a requirement for students in tested grades

- All students in grades 3-8 and 10 need to participate in appropriate content area exams (Forward or DLM)
- Students that are not able to be tested must have a NTC entered in eDIRECT

NTCs | Information in The eDIRECT Guide and TAM

- List of NTCs, their description, and information about appropriate use of each
- Students must be in a session to apply or view NTC
- Step-by-step instructions for apply NTCs

DLM | Do not delete these students from eDIRECT

- Students taking the DLM test must have a NTC code of "ALT" entered in eDIRECT.
- If a student taking DLM is opted out by a parent the NTC code of "PAR" is entered into eDIRECT instead of "ALT"

Test Administration

- **Who may proctor the exam**
- **Prior to testing**
- **Test Administration**
- **Reopening a test**
- **Purging a test**
- **Test invalidation**

Who May Proctor the Exam?

Test Administrators/Proctors (TAs) are trained staff who are employed by the school or district. This includes:

- Teachers
- Administrators
- Paraprofessionals
- Student teachers (whose regular responsibilities include supervising students)

Parent volunteers are **not allowed** to proctor the exam.

School personnel who are parents or guardians **must not be allowed** to proctor their own children.

Prior to Testing

Testing Rooms

- Appropriately set up
- Displayed materials removed or covered

Materials

- Devices are ready
- Headphones
- Room signs

Procedures

- Monitoring students
- After testing

Test Administration

Every TA has a complete copy of the Test Administration Manual (TAM)

TA approaches the Exam with a positive attitude

Every TA has viewed the Test Administrator Training

Successful Test Administration

TA actively monitors students during testing

TA reads the Script verbatim to students during testing

TA ensures all students have appropriate accessibility features prior to start of testing

Reopen/Unlock a Test

Can I reopen (unlock) this student's test?

Student **accidently** submitted the TDA before completed.

Student has been in the test for more than 2 minutes

Student has completed more than 2 items

Student has been in the test for less than 2 minutes.

Student has completed 2 or fewer items.

Student clicked through test without trying.

DAC may unlock (reopen) student's test.

Call DPI for Guidance

DAC may unlock (reopen) student's test. Student may only work forward from last item completed.

This test **may not be unlocked (reopened).** Submit as is or invalidate.

See *The eDIRECT Guide* for step-by-step instructions to check the number of items completed and amount of time in test session.

Purging a Test

The DAC must contact DPI about a purge.

- Only DPI can give approval to DRC to purge a student test.
- Purging the test deletes all previous responses (in all sessions of that content area) and assigns a new password.

If a student started a test without the proper accessibility feature, possible options may include:

- Invalidate - due to misadministration
- Score as is
- Purge

A test may only be purged if a student has completed two or fewer items in only one session of a content area and the duration of the test is two minutes or less.

Student Started Test Without Appropriate Accessibility Feature

This decision tree is available in the Test Administration Manual.

Student did not have accessibility feature available on test.

(Most likely was not entered into eDIRECT or ticket was printed before accessibility opton was entered into eDIRECT.)

Has the student completed any other session in the content area?

Yes

No

Contact DPI for Guidance
Test may be scored as is or invalidated due to misadministration. Student may not retake the test with accessibility option ofr security purposes.

Student did not click "Begin Test" yet

Enter accessibility feature in eDIRECT for the student and print new ticket.

Student may log in and test with new ticket.

Student clicked "Begin Test" and was in test viewing/working on items

Student was in the test for 2 minutes or less and/or the number of items attempted is two or less.

Contact DPI to have the student's test purged.

Enter accessibility option in eDIRECT for the student and print new ticket once purge is complete.

Student may log in and test with new ticket.

Student was in the test for more than 2 minutes and/or completed more than two items.

Contact DPI for Guidance

Student took entire session without accessibility option.

Contact DPI for Guidance

Test may be scored as is or invaldated due to misadministration.

Student may not retake the test with accessibility option for security purposes.

Invalidation

Invalidations Performed Due to:

- Test Security violations/ irregularities
- Student used inappropriate accessibility feature/was not provided assigned feature
- Student deliberately does not attempt to respond to questions (there is no option to reopen in this scenario, retesting is not permitted)

Results of Invalidation:

- Entire content area will be invalidated and not scored (ex. all of ELA, not just 1 session within ELA)
- DAC must enter non-tested code of "INV" in eDIRECT for affected content area(s)
- Student will count as a non-test participant for that content area

A **Test Security Incident Report Form** must also be completed and submitted to DPI.

After Testing

But…
before the end of the testing window

- **Ensure testing is complete, data is accurate**
- **Student Status Dashboard**
- **Destroy secure testing materials**
- **End of test survey**

Ensure Testing is Complete, Data are Accurate

Student Status Dashboard

Available for school-level monitoring
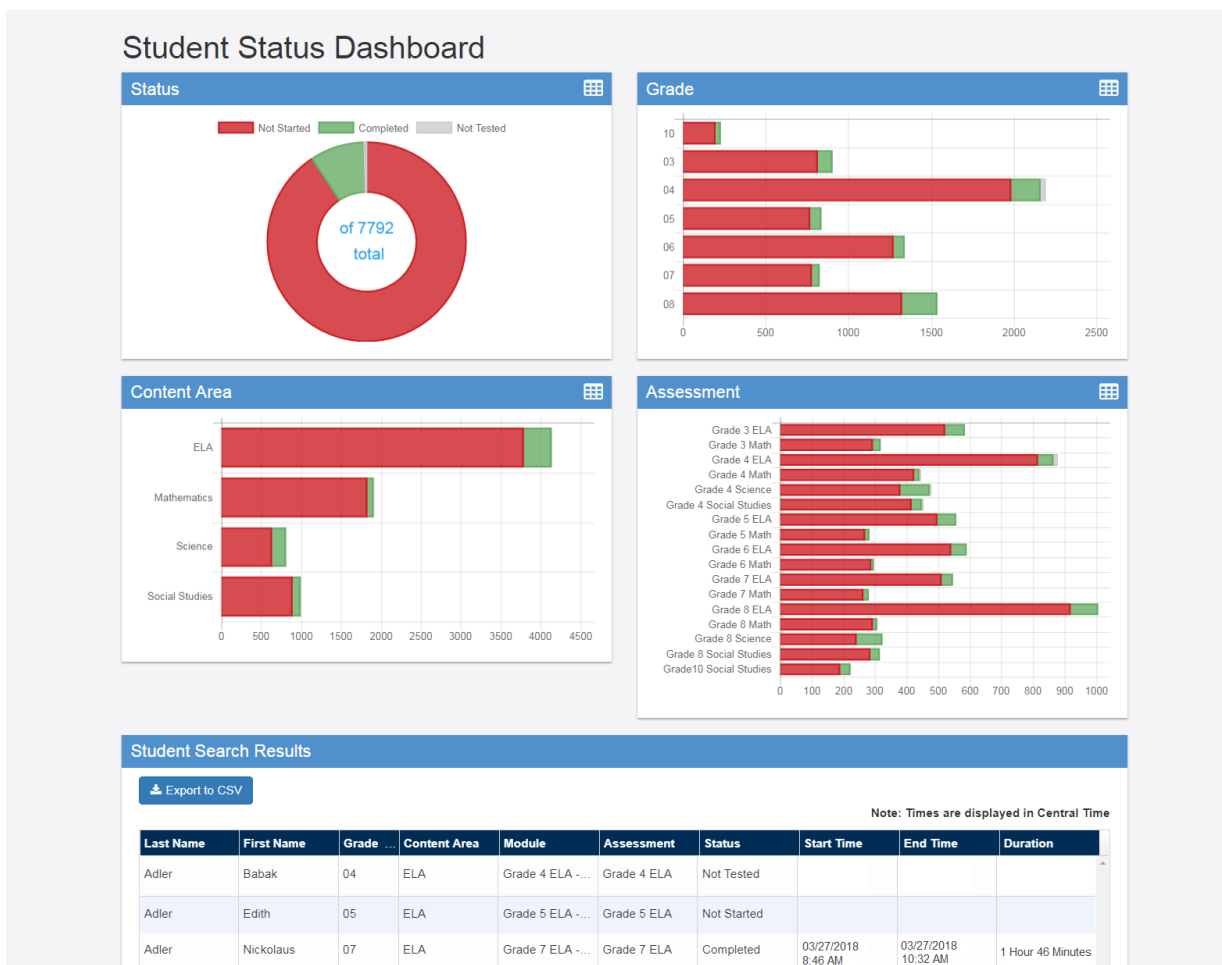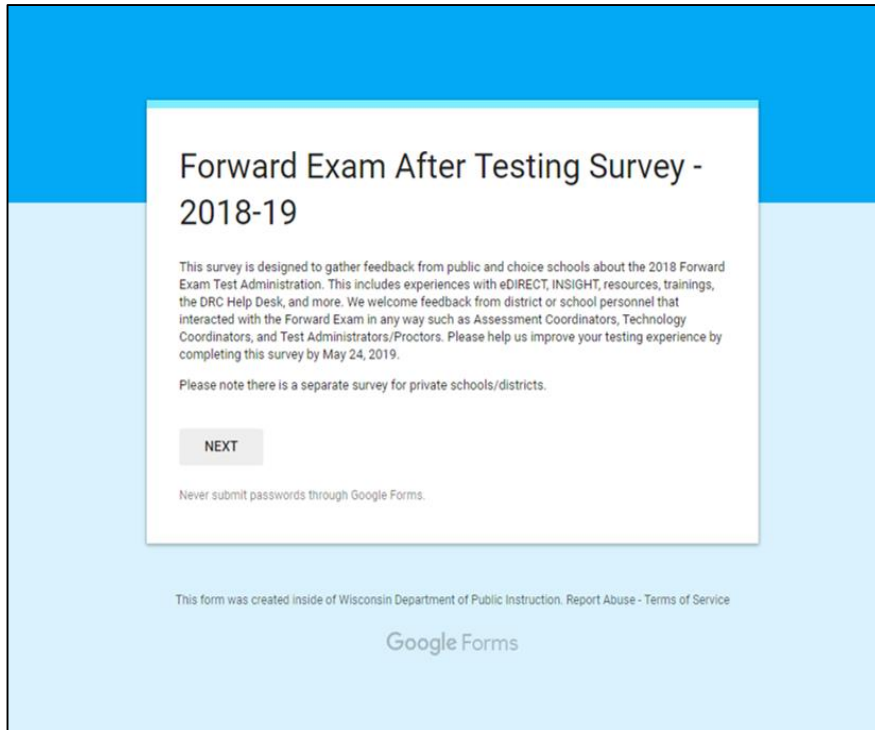
Destroy / Return Test Materials

The Test Administration Manual provides information on returning or destroying secure test materials.

- Braille (after transcribed) – return to DRC
- Print On Demand and Listening Scripts – securely destroy and complete a confirmation of destruction to send to OSA.
- Test Tickets and scratch paper – securely destroy

End of Testing Survey

Forward Exam After Testing Survey - 2018-19

This survey is designed to gather feedback from public and choice schools about the 2018 Forward Exam Test Administration. This includes experiences with eDIRECT, INSIGHT, resources, trainings, the DRC Help Desk, and more. We welcome feedback from district or school personnel that interacted with the Forward Exam in any way such as Assessment Coordinators, Technology Coordinators, and Test Administrators/Proctors. Please help us improve your testing experience by completing this survey by May 24, 2019.

Please note there is a separate survey for private schools/districts.

NEXT

Never submit passwords through Google Forms.

This form was created inside of Wisconsin Department of Public Instruction. Report Abuse - Terms of Service

Google Forms

- DPI looks at all of the surveys and reads each and every comment!

- We appreciate your comments/feedback and make changes where able.

- Survey open March 25-May 25

- Should be completed as soon as you finish testing

- All staff involved in testing should complete survey (TAs, DACs, SACs, DTC, STCs)

- Link to survey will be in the DAC Digest (be sure to send link to all staff)

Reporting

- **Forward exam reports**

- **School and district summary results**

- **Data embargo**

- **Communicating data and results**

Forward Exam Reports

Reports

- Electronic Reports
  - Individual Student Reports (ISRs)
  - Rosters
  - Summary Reports
- Hard Copy Individual Student Reports (ISRs)

Resources

- User's Guide to Interpreting Reports
- Handout – "What is an ISR?"
- Sample Parent/Guardian ISR Cover Letter

https://dpi.wi.gov/assessment/forward/data

Summary Reports in eDIRECT

Embargo of Results

- Every year test results are under embargo until the DPI press release.

- Under the embargo districts/schools cannot share any summary data with the public. This includes school boards.

- **ISRs**, however, **should be sent to parents/guardians** as soon as possible and are not a part of the embargo.

- DPI will notify districts when the embargo may be lifted.

Communicating Data and Results

DACs/SACs are responsible for ensuring all staff know how to read and understand the data and results for the Forward Exam at the level they have access.

Make sure staff know:

- About the *User's Guide to Interpreting Reports* and where to access it.

- The information on the ISR ties back to the standards documents so they are more informed when speaking to parents.
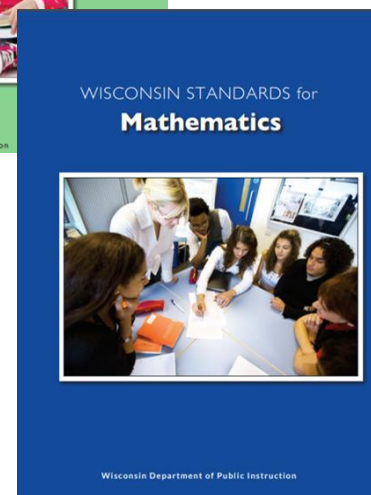
DRC Contact Information

Wisconsin Forward Help Desk

800-459-6530

WIHelpDesk@datarecognitioncorp.com

DPI Contact Information

Alison O'Hara

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alison.ohara@dpi.wi.gov
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Jennifer Teasdale

Forward Exam

Education Program Specialist
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608-266-5193

Phil Cranley

Data, Student Demographics, and Privacy Issues
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608-266-9798

Duane Dorn

Test Security and Choice students
duane.dorn@dpi.wi.gov
608-267-1069

If you are not receiving the assistance you need from the helpdesk - please contact DPI - (Alison or Jennifer) so we may help get your situation resolved.

Please send questions you may have after viewing this video to Alison or Jennifer, or to

osamail@dpi.wi.gov

QUESTIONS?